

Both preschool special education and school-age special education services are part of the public education under Part B of the Individuals with Disabilities Education Act. All children ages 3-21 who are eligible for special education services are placed on an Individual Education Plan (IEP).

FOR MORE INFORMATION

South Dakota Department of Education
Special Education Programs
doe.sd.gov/oess/sped.aspx
(605) 773-3678



www.doe.sd.gov

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Transition

What parents and providers should know about transition from preschool to school-age services (kindergarten) for children with disabilities



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Transition to school-age services



PRESCHOOL SERVICES (PART B 619):

- Preschool services are for children ages 3-5 with a disability who meet South Dakota eligibility.
- Location of services is determined through Least Restrictive Environment and can be provided in a regular early childhood program (public or private), child care setting, kindergarten (public or private), home, special education class, separate special education school, residential facility or at a provider location, depending on the needs of the child.
- Preschool services typically focus on the child's developmental needs.

SCHOOL-AGE SERVICES (PART B 611):

- Services are provided to students ages 6-21 with a disability who meet South Dakota eligibility.
- Location of services is determined through Least Restrictive Environment and can be provided in a general education classroom, resource room, self-contained classroom, separate day school, residential facility or home/hospital, depending on the needs of the student.
- School-age services focus on academic and functional needs.

Least Restrictive Environment requirements apply to all children ages 3-21. They must have the opportunity to participate with other children without disabilities.

WHO IS INVOLVED?

- Parent(s)
- Preschool staff:
 - Teachers and service providers
- School-age staff:
 - Kindergarten teacher
 - Principal
 - District support staff

WHAT ARE THE ROLES?

Preschool staff:

- Organize transition events
- Provide parent education and encourage participation in the transition process
- Help students gain skills useful in kindergarten
- Arrange program visits
- Develop a student portfolio

School-age staff:

- Coordinate district staff to assist with events
- Assist with program visit
- Participate in transition planning and assist preschool staff
- Observe student in current setting
- Develop plan to provide supports and services
- Learn about student's likes, dislikes, routine, etc.

Parent(s):

- Participate in meetings
- Take advantage of trainings
- Participate in developing the transition plan
- Attend kindergarten program visitations
- Provide information about your child to school-age staff to help them get to know your child
- Help your child feel comfortable with the transition to a new program (read stories about school)
- Keep communication open with school-age staff

STEPS PRESCHOOL STAFF,
SCHOOL-AGE STAFF AND PARENTS
CAN TAKE TO ASSIST WITH A
SMOOTH TRANSITION:

Nine to six months prior to transition:

- Begin preparing student
 - Work with student to gain skills necessary for kindergarten
 - Schedule a time to take student to the kindergarten classroom and meet kindergarten teachers
 - Preschool staff and parents begin sharing information about the student with school-age staff

Six to three months prior to transition:

- District staff observe the preschooler if they do not currently provide services
- Annual IEP meeting is scheduled and should include parents, preschool staff and district staff
- Supports for transition should be addressed at annual IEP meeting
- Schedule a second meeting with the kindergarten teacher and visit the program the student will be attending

Because there are no federal or legal requirements specific to transition from preschool to school-age special education services, there may be considerable variation from district to district in transition steps and processes.